

Tutorial Letter 201/2/2016

Human Capacity Development

IOP2605

Semester 2

Department of Industrial and Organisational Psychology

IMPORTANT INFORMATION:

This tutorial letter contains important information about your module.

BAR CODE

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Dear Student

We hope that what you have learned so far about human capacity development has kept you interested and motivated and we hope that you now have a better idea of the impact you want to have on the development of people in South Africa. Furthermore, we trust that the assignments have provided you with food for thought and an opportunity to reflect on the learning content.

The purpose of this tutorial letter is to

- provide feedback on Assignment 01
- provide feedback on Assignment 02
- provide some guidance for the examination

1. LECTURERS

The details of the lecturers for the IOP2605 module are as follow:

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To contact the lecturers telephonically, please use the Industrial and Organisational Psychology helpdesk (see Tutorial Letter 101/3/2015). The helpdesk will refer telephone calls to the first available lecturer.

2. FEEDBACK ON ASSIGNMENTS

The primary purpose of assignments is to ensure that students have a thorough understanding of the study material and that they have the ability to apply theory to practice. Ultimately, doing assignments will help you to prepare for the examination.

As your lecturers, we have designed assignments that will stimulate your interest and keep you thinking about what is happening in the discipline of human capacity development. Indeed, when you answer an assignment, we want you to enrich our thinking and development in the discipline. Your knowledge of the underlying theory, together with your ability to apply it in a practical situation as well as your own reasoning and ideas are important to us. Please also pay attention to individual comments made by the marker on your assignment.

2.1 Feedback on Assignment 01

Question 1 (10 marks)

Explain Kotter's approach to leading change and provide an example that illustrates this approach.

Answer: (learning unit 2, section 2.6.2)

Students receive one mark for each of the eight sequential steps to leading organisational change as discussed by Kotter. A further two marks are awarded if the example appropriately illustrates this approach by Kotter. Where examples are not appropriate, the marker has provided a comment to the students in their individual assignment.

Question 2 (10 marks)

Explain how social and cultural global forces impact on South Africa.

Answer: (learning unit 3, section 3.2.3)

Below are 10 important highlighted aspects that students should have briefly addressed in their discussion. These aspects are discussed in section 3.2.3:

- Individualism and universalism
- Globalisation
- Inclusive social development
- The influence of globalisation on social and cultural issues.
- The effect of globalisation on women and the poor
- A new global culture
- Transnational organisations
- Human rights
- Social protection
- Geographical isolation

Question 3 (15 marks)

Discuss the following aspects of change:

- Nature of change
- Rate of transformation of change
- Conceptualisation of change
- Perception of change
- The leader's role in change

Answer:

Students should have captured the essence of each of the aspects of change for three marks each. Below are some important points that could have been covered by students.

- Nature of change (learning unit 2, section 2.5.1)
 - Change can be seen in technological and economical terms and may also be brought about by other issues.
 - Change is unpredictable.
 - Change is part of the contemporary world.
 - Organisational changes are aimed at aligning the various structures, processes and culture of the organization to meet shifting external demands.

- Rate of transformation of change (learning unit 2, section 2.5.2)
 - The rate of change outpaces human beings and leaves little time for reflection on the direction of change.
 - Organisations are overloaded by change initiatives.
 - Top management cannot plan change in isolation.
 - People do not have time to adjust to one change before the new change is upon them.
 - Change can be planned or unexpected.
 - The faster the rate of change, the more preplanning is necessary to successfully execute the changes.
 - Changes are frequently transformational and continuous as opposed to incremental.
- Conceptualisation of change (learning unit 2, section 2.5.3)
 - The way that change is conceptualised required a different mindset, focus, capability and resilience.
 - Current change models may require profound changes in order to ensure effective change in the future.
 - Organisational change must be conceptualise change in terms of structures and systems (hard issues), but also in terms of behaviour and attitude (soft issues).
 - Internal forces in the organization that necessitate change must be understood.

Only one mark for each list is given if students listed the following:

- *The observations by Moran and Brightman (in van der Linde-de Klerk, 2014)*
 - *The three major drivers that are stirring organisational change faster than before*
 - *Internal organisational forces that necessitates change*
- Perception of change (learning unit 2, section 2.5.4)
 - Employees' perception of change is influenced by their perception of the change processes and structures used in executing changes. Change itself therefore impacts the perceptions, thoughts and behaviours of employees.
 - The CEO's perceptions have a significant influence on change processes and the beliefs and attitude of employees towards change.
 - Employees' level of change readiness influences employees' perceptions about the need for change, the reason for change and the benefits of change.
 - The leader's role in change (learning unit 2, section 2.5.6)

One mark can be allocated for each of the following roles of leaders

 - The leader as internal change agent
 - The leader as visionary
 - The leader as motivator
 - The leader as the facilitator of ethics, professionalism and trust

One mark may also be allocated if students list the skills needed by leaders to facilitate change.

Question 4 (15 marks)

Discuss the commonalities and differences among the perspectives on healthy living of Covey, Maslow, Antonovsky, Frankl and Jung.

Answer: (learning unit 1, section 1.2.4)

Students could choose three aspects from each author to compare the various perspectives of commonalities and differences in terms of healthy living. The aspects of each author are given below. Please note that if students only list the aspects of healthy living of each author, no more than seven marks will be awarded. The student's answer must show how these aspects are similar and different from each other.

Carl Gustav Jung: The individuated person

- Individuation
- High level of self-knowledge.
- Acceptance of self.
- Integration of self.
- Self-expression.
- Acceptance and tolerance of human nature.
- Acceptance of the unknown and mysterious.

Abraham Maslow: The self-actualising person

- Hierarchy of needs
- An efficient perception of reality.
- A general acceptance of nature, others and oneself.
- Spontaneity, simplicity and naturalness.
- A focus on problems outside themselves.
- Autonomous functioning.
- A continued freshness of appreciation.
- Strong interpersonal relations.
- A democratic character.
- Discrimination between means and ends, between good and evil.
- Creativeness.

Victor Frankl: People driven by a search for meaning

- The human existence has three dimensions namely physical, psychological and spiritual
- The freedom of will.
- Responsible choices.
- Purposeful and value-driven behaviour.
- The search for meaning.
- Attitude.
- Self-determined behaviour.
- Realistic observation.
- Humour.
- Self-transcendence
- Future directedness.
- Work as a calling.
- Respect and appreciation for the uniqueness of others.
- Meaning in suffering.

Aaron Antonovsky: Salutogenesis – sense of coherence

- Sense of coherence (SOC): This is a global orientation that expresses the extent to which one has a pervasive, enduring though dynamic feeling of confidence that:
 - the stimuli deriving from one's internal and external environments in the course of living are structured, predictable and explicable;
 - the resources are available to her/him to meet the demands posed by these stimuli; and
 - these demands are challenges, worthy of investment and engagement.
- Three components of sense of coherence: comprehensibility, manageability and meaningfulness.

Stephen Covey: Principle-centred people

- They're more flexible and spontaneous than others.
- They are continually learning.
- They enjoy life more than others.
- They radiate positive energy.
- They have richer, more rewarding relationships than others.
- They are synergistic.
- They become more confident and secure than others.
- They lead balanced lives.

TOTAL: [50]**2.2 Feedback on Assignment 02****Question 1 (10 marks)**

Distinguish between learning and lifelong learning.

Answer: (learning unit 4, sections 4.3.1 and 4.3.2)

Learning (5 marks):

The definitions for learning are discussed in 4.3.1. Students can give any five definitions.

Lifelong learning (5 marks):

The definitions for lifelong learning are discussed in 4.3.2. Students can give any 5 definitions to explain lifelong learning. Student may also use any five of the aims of lifelong learning in society as mentioned by Kaya and Zukal (2012), to explain lifelong learning.

Question 2 (10 marks)

Explain the meaning and implications of reflexivity and gradueness.

Answer: (learning unit 4, sections 4.3.6 and 4.3.7)

Reflexivity (5 marks):

Reflexivity is discussed in section 4.3.6. Students' answer must show an understanding of what reflexivity means and the implications of reflexivity. Students answer may reflect any of the following key themes:

- Reflexivity means that an individual's values and thoughts will be represented in their work.
- Reflexive learning vs reflexive observation.
- Reflexivity's link with lifelong learning.
- Reflexivity and the creation of new meaning.
- Reflexivity and uncertainty.
- The implication of public distrust in experts or expert systems.
- The implications of a reflexive society.

Graduateness:

Graduateness is discussed in 4.3.7. Students' answer must show an understanding of what graduateness means and the implications of graduateness. Students answer may reflect any of the following key themes:

- The generic properties of graduateness.
- Definitions of graduateness.
- Difference between experts and novices; skills development vs intellectual development.
- The link between graduateness and transformational learning.
- The characteristics of personal growth or graduateness.

Question 3 (15 marks)

Discuss the five main activities of the learning organisation as described by Lawler & Sillitoe (2013) and provide an example of each.

Answer: (learning unit 5, section 5.3.2)

Students need to name (1 mark) and briefly discuss (1 mark) the following main activities of the learning organization. Students also need to give a practical example of such an activity (1 mark). The markers will provide comments on individual assignments where examples given by the student is not appropriate.

- 1) Systematic problem solving
- 2) Experimentation
- 3) Learning from past experiences
- 4) Learning from others
- 5) Transferring knowledge

Question 4 (15 marks)

Your human resources director asked you to prepare a presentation on the types of skills needed in the new world of work. Write down the content of your discussion. Remember to start with an introduction and end with a conclusion.

Answer: (learning unit 6, section 6.3.1)

Students need to give a brief summary of each of the following skills:

- Cognitive skills (4 marks)
- Thinking skills (metacognition) (4 marks)
- Problem-solving skills (3 marks)
- Learner competence (4 marks)

TOTAL: [50]

3. EXAMINATION GUIDELINES

3.1 Format

This tutorial letter contains **ALL** information pertaining to the examination and examination preparation.

Please prepare according to the information in this tutorial letter.

The examination paper will be structured as follows:

Total marks: 80
Pass mark: 50%
Time: 2 hours

3.2 Guidelines and study themes for the examination

The examination paper will consist of two sections.

Section A will consist of four questions from which you must choose to answer two. Each question will be worth 25 marks. Each of the 25 mark question is divided into smaller sub-questions with a mark allocation next to each sub question.

Section B will consist of five questions from which you must choose to answer three. Each question will be worth 10 marks.

Your ability to integrate the information in one study unit with the information in all the other study units will definitely be to your advantage.

Remember that **theoretical knowledge** is important, but you must be able to apply your knowledge in a **practical** situation. Your answers to paragraph type questions should be structured as follows:

- Start with a short introductory comment.
- Present factual information.
- Apply factual information to the given context or provide your own examples.
- End with a short concluding comment.

Please note that we realise that your answers will differ; you will be assessed on the accuracy and applicability of facts and on your ability to present these in a logical and coherent manner.

NOTE: We would like to stress a very important point:

Please note that the content of this module has been redesigned for 2016. Therefore you cannot use old examination papers for your examination preparation. For this reason we have provided you with examples of examination-type questions, in the same format that will be applied in the examination.

Examination-type questions:

Learning unit 1:

1. Critically discuss the characteristics of a competent human being inferred from Jung's theory of the individuated person. (10)
2. Discuss the characteristics of principle-centred people, and illustrate your discussion with reference to someone in real life with whom you can identify these characteristics. (10)
3. Define "sense of coherence" and explain why it is important. (10)

4. Victor Frankl highlights characteristics that are important for understanding a person's ability to remain psychologically healthy. Explain these characteristics. (10)
5. Explain how perceptions influence thoughts and behaviours. (10)
6. Compare the following perspectives on the nature of a competent human being by clearly showing the similarities between these perspectives:
- Stephen Covey – principle-centred people (5)
 - Jung – the individuated person (5)
 - Aaron Antonovsky – sense of coherence (5)
 - Victor Frankl – the search for meaning (5)
 - Maslow – the self-actualising person (5)
- [25]**
7. A friend has asked you for your advice on developing more of the characteristics of a competent human being.
- a) By means of practical examples and discussion of the various perspectives on the competent human being, indicate how you would advise your friend on becoming a more competent human being. (20)
- b) Explain how perceptions could help or hinder a person in becoming a more competent human being. (5)
- [25]**

Learning unit 2:

8. Discuss the positive outcomes of change initiatives. (10)
9. Provide an in-depth discussion on change by referring to the following aspects:
- definition of change (6)
 - the necessity of change (5)
 - alignment as part of change management (4)
 - the importance of commitment to change (5)
 - possible successful outcomes of a change initiative as argued by Entekin and Scott-Ladd (2014) (5)
- [25]**
10. Developing the skill to navigate change successfully is a lifelong learning process due to the various aspects of change. Critically discuss the following aspects of change:
- the nature of change (5)
 - the rate of transformation of change (5)
 - conceptualisation of change (5)
 - perception of change (5)
 - types of change (5)
- [25]**
11. Organisational change impacts on employees and carries risk with it. Discuss these risks for the organisation and illustrate each with an example. (10)
12. Explain the leader's role in change. (10)

13. Critically discuss globalisation by referring to the following aspects:
- definition of globalisation (1)
 - qualitative aspects of the globalisation process (6)
 - quantitative aspects of the globalisation process (3)
- (10)**
14. Present a brief summary of the following strategies that is used by management teams to overcome resistance:
- education and communication (5)
 - participation and involvement (5)
 - facilitation and support – also provide examples that illustrate good facilitation and support (3)
 - negotiation and agreement (3)
 - manipulation and co-option (5)
 - explicit and implicit coercion (4)
- [25]**
15. Use the four key constructs that constitutes readiness for change according to Khan, Timmings, Moore, Marquez, Pyka, Gheiman and Strauss (2014) and design a simple assessment tool to assess organisational readiness for change. (10)
16. Organisational change impacts on employees and carries risk with it. Discuss these risks for the organisation and illustrate each with an example. (10)
17. Evaluate the following approaches to change:
- Lewin's change model (5)
 - Kotter's model and how it overlaps with Lewin (10)
 - systematic change (5)
 - emergent change (5)
- [25]**

Learning unit 3:

18. Discuss the role of technology and communication as a global force. (10)
19. Illustrate your understanding of labour as a global force by discussing the following:
- four models regarding international labour as proposed by Hepple (2011) (12)
 - three reasons that explain the growing increase in salary inequality (3)
 - the most common reasons for the failure of expatriates (7)
 - the development of staff through international assignments (3)
- [25]**
20. Explain how regional cultural and social forces impact on the development of South African communities. (10)
21. Illustrate your understanding of partagogy by:

- discussing the four core domains of partagogy (4)
 - giving an example of each domain (4)
 - Explaining how an organisation can create participation opportunities (2)
- (10)**

22. Explain how the following aspects relate to different global and regional forces:

- local economic development (LED) (3)
 - unemployment (5)
 - social contracts (3)
 - education (5)
 - technology and communication (3)
 - poverty (3)
 - women (3)
- [25]**

Learning unit 4:

23. Distinguish between learning and lifelong learning. (10)
24. Explain how single-loop and double-loop learning is understood in terms of organisational learning. (10)
25. Illustrate your understanding of lifelong learning by referring to the following aspects:
- a) Distinguish between learning and lifelong learning. (10)
 - b) Explain the meaning and implications of reflexivity and gradueness. (15)
- [25]**
26. Explain the benefits and disadvantages of e-learning. (10)
27. Explain how the neuroscience applies to learning settings. (10)
28. Discuss lifelong learning and education by referring to the following:
- a) Necessity of lifelong learning in educational systems. (5)
 - b) Education and higher education institutions. (5)
 - c) Higher education institutions as learning organisations. (5)
 - d) Collaboration between higher education institutions and the private sector. (5)
 - e) Lifelong learning in the South African context. (5)
- [25]**
29. Discuss how mobile learning and Web 2.0 can be used by organisations to foster relationships, collaboration and co-participation. (10)
30. Discuss the conditions for effective e-learning by referring to the following:
- domain standards for successful e-learning (5)
 - three categories that influence e-learning effectiveness (3)
 - what an e-learning programme should include (2)
- (10)**

Learning unit 5:

31. Explain the meaning of a learning organisation and contrast it with organisational learning. Focus your explanation on the following:
- Explain what a learning organisation is. (6)
 - Explain the difference between organisational learning and a learning organisation. (4)
- (10)**
32. Discuss 10 characteristics of a learning organisation. (10)
33. Bui and Baruch (2013) suggested that a learning organisation consists of four categories namely learning at work, organisational learning, learning climate and learning structure. Blackman (2013) argued that the development of these four categories depends on some contextual factors namely individuality, activity, location, time and relationships.
- Illustrate through a discussion or table how these five contextual factors could influence the four categories. (20)
 - Explain the five main activities in a learning organisation as suggested by Lawler and Sillitoe (2013). (5)
- [25]**
34. Illustrate your understanding of knowledge management by referring to the following:
- a) Explain tacit vs explicit knowledge. (5)
 - b) Distinguish between knowledge as an object and knowledge as a process. (5)
- (10)**
35. Illustrate your understanding of team learning by referring to the following:
- Why is group work relevant? (1)
 - Summarise a model for team learning. In your summary focus on
 - beliefs related to tasks (9)
 - beliefs related to relationships (6)
 - actions related to learning (9)
- [25]**
36. Describe any five of the seven actions that are imperative for a learning culture. Also provide an example of each action. (10)
37. Distinguish between the four levels of organisational learning and explain how the social learning theory relates to individual and group learning. Structure your answer according to the following mark allocation:
- Distinguish between the four levels of organisational learning. (8)
 - Explain how the social learning theory relates to individual and group learning. (2)
- (10)**

Learning unit 6:

38. Explain what the following means:
- participation opportunities (3)
 - available participation opportunities (3)
 - accessed participation opportunities (4)
- (10)**
39. Skills acquired to be multi-skilled and employable in the world of work can be applied to other participation opportunities. Provide a theoretically sound argument to substantiate the comment above. (10)
40. Discuss five important aspects that acquire attention when planning and implementing multi-skilling and also explain five benefits of multi-skilling. (10)
41. Explain the following skills that are required in the 21st century world of work:
- cognitive skills (10)
 - thinking skills (metacognition) (5)
 - problem solving (3)
 - learner competence (7)
- [25]**
42. Summarise the underlying principles of partagogy. (10)
43. Discuss the meaning of organisational capacity building by focusing on the following:
- Explain what organisational capacity building is. (3)
 - Distinguish between organisational capacity and organisational capability. (2)
 - When does human capacity lose its value? (2)
 - Discuss the principles of a holistic approach to organisational capacity development. (7)
 - Explain what human capital is. (2)
 - What are the benefits of human capital building? (9)
- [25]**

An example of a question that cover more than one learning unit

44. Critically discuss the workplace as a site of learning. Focus your discussion on the following:
- Explain what a community of practice is. (6)
 - Contrast the expansive and restrictive characteristics of workplaces as a learning environment. (19)
- [25]**
45. Discuss the meaning of reflexivity, graduateness and employability in lifelong learning:
- reflexivity (10)
 - graduateness (10)
 - employability (5)
- [25]**

46. A key part of lifelong learning is to create and access participation opportunities. Critically discuss the challenges and possibilities in creating and accessing participation opportunities in South Africa by referring to the following:
- a) Discuss how the challenges to produce quality basic education may impact the community members' ability to participate in the four core domains of partagogy. (12)
 - b) From the perspective of partagogy, explain how skills obtained in organisations can be applied to under resourced communities. (5)
 - c) Explain the critical success factors that indicate if e-learning is an appropriate means to provide learning opportunities. (8)
- [25]**
47. Distinguish between the following:
- a) Double loop vs single loop learning. (5)
 - b) Formal vs informal learning. (5)
- (10)**

4. CONCLUDING REMARKS

All the best as you prepare for the examination! If you have worked hard and if you prepare for the examination properly, you can be confident of a pass mark.

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